



## **Redesign Plan**

Ypsilanti Community Middle School

Ypsilanti Community Schools

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

### Introduction

The Willow Run Community Schools and Ypsilanti Public Schools Boards of Education voted in an August 2012 joint meeting to put the vote of district consolidation on the November 2012 local ballot. Over 60% of voters in both communities passed the measure and the districts, under the guidance of the Washtenaw Intermediate School District, began the process of consolidation.

Willow Run Community Schools and the School District of Ypsilanti were officially unified on July 1, 2013 to become the Ypsilanti Community School District. Prior to consolidation, both respective districts experienced years of declining enrollment and budget deficits. Combined enrollment is expected to be 3800-4000 students in the fall of 2013, a decline from 7600 students only 8 years ago. Many area students currently enrolled in the growing number of charter school options and/or enroll in other public schools in the area through the school of choice process.

Rather than simply merging operations after the decision was made to consolidate, district, community, parent and student school leaders set their sights on the ambitious task of creating a new cradle to career educational system. This decision was based on a desire to create a vibrant and revised educational model, to improve the achievement outcomes for students. The Standards for Quality outlined by AdvancED and MDE guided the restructuring process.

It is within this context that Ypsilanti Community Middle School (the identified Priority School) is transforming to make a rapid turnaround. The systemic structures were put in place to improve all schools in the new Ypsilanti Community Schools, especially for identified Focus Schools and Priority Schools within the district including Ypsilanti Community Middle School. Briefly said, Ypsilanti Community Middle School was formed by combining middle school programming from two failing districts but is now reforming concurrently with a district that is recreating itself from the ground up.

### Description of the School

Ypsilanti Community Middle School has 540 students with these characteristics: approximately 67% African American, 26% Caucasian, 1% Asian, and 6% Hispanic. 75% of our students qualify for free and reduced lunch with achievement gaps in reading and math between African American and children from low SES households as compared to Caucasian children. A gap also exists with students with disabilities.

During the 2013-2014 school year there are 31 classroom teachers, 13 special education teachers, 2 speech and language pathologists, 1 ELL teacher, 9 elective teachers, 15 FTE paraprofessionals, 4 Title I staff, 2 school social workers, and 2 behavioral interventionists. Instructional staff also offers after school tutoring, National Junior Honor Society, Yearbook, Student Congress, boys and girls basketball, girls volleyball, boys football, track and field, and open gym activities. After school opportunities are also offered through partnerships with EMU Bright Futures, the University of Michigan, Michigan State University, YMCA, and girl scouts.

Ypsilanti Community Schools is a new district that launched July 1, 2013, by consolidating the former Willow Run and Ypsilanti school districts. The district has been carefully designed as a dynamic, interactive and innovative educational experience. Experts in K-12 education along with university, business and parent partners have assisted in the development of this exciting educational system. This model is  
SY 2014-2015

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comprised of project-based learning, Small Learning Communities, International Baccalaureate curriculum and a variety of teaching methods that will cater and appeal to a wide range of learners. Ypsilanti Community Middle School (YCMS) is the main campus for middle school students in Ypsilanti Community Schools. YCMS has two Small Learning Communities (SLCs), STEM and ACTech. Each SLC has a team of teachers who work closely with its students across multiple years of instruction.

ACTech is a small learning community designed to support students in being actively involved in problem solving and decision making that impacts their own lives and their local community. There is a strong focus on students understanding themselves and their local community. Student voice, empowerment, and engagement are valued and an integral part of the learning process. Arts, communication, and technology are integrated in the learning environment and key to the expression of student learning. Student learning is supported through an apprenticeship and mentoring model in all content areas. Place-based Learning, Civic Engagement, and Service Learning build the foundation for student learning in ACTech and will create deep, meaningful, authentic connections and relationships with the local community.

STEM is a small learning community designed to inspire students to explore careers in science, technology, engineering and mathematics. Our program is committed to building STEM literacy in all students, cultivate interest and talents that will help launch students into STEM careers, and use the design process to develop an engineering mindset. Combining classes like science and language arts were explored as a way to integrate learning and to provide additional time to develop student's understanding of the inquiry process, deep content knowledge, research skills and technical writing. Ultimately, every STEMTech student will see him/herself as a capable and positive contributor to our technology-based society.

Perception data reveals parents are generally pleased with our school and wanting more after school and evening activities. Students report that they feel their voice is heard and valued by some staff, but would like to have more staff members listen to their needs and opinions. Also, students feel that staff needs additional training in project-based learning. Staff data revealed support for the instructional program, but concern for the number of disrespectful students disrupting classes. Staff would like additional support with classroom management and discipline. They were also concerned about our district and state's lack of funding for education and the resulting budget cuts.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The initial reform work for Ypsilanti Community Middle School and all other district schools began by comprehensive strategic planning with the combined community. With support from Washtenaw Intermediate School District over 200 parents, faculty, student and community members joined 7 advisory groups over 4 months time. These groups met frequently between December, 2012 and March, 2013 to analyze the districts' challenges and to research the most effective practices currently implemented across the country.

The 200-plus participants agreed on the following guiding principles for all advisory group decision-making:

- 1)High expectations for ALL learners
- 2)Evidenced-based "best" practices while allowing for innovation and creativity
- 3)Family and community partnerships
- 4)Student voice and empowerment
- 5)Efficiency and financial viability

Furthermore, every decision made during the re-design process and subsequently during implementation of the recommendations of which YCMS was a part, will reflect the following Core Values:

Diversity

High Expectations for all students

Student voice and empowerment Resilience

Vibrant community and family partnerships Creativity and Innovation

Respect

Responsibility

Each of the Community Advisory Groups reported back in March, 2013 to the new School Board with recommendations comprising a multi-year strategic improvement plan which will enhance a) early childhood b) culture and climate c) ensure teacher quality and effective teaching practices d) provide for leadership at all levels, e) create opportunities to gain college credit and career credentials f) promote shared identity across both communities and g) offer a comprehensive co-curricular program. These recommendations and underlying research have been shared with the entire community (see website). Administrative point persons from YCS and Washtenaw Intermediate Schools will oversee the restructuring and redesign. A new governance structure will be in place specifically for YCMS to ensure the Priority Plan meets its targets and has broad authority to make necessary adjustments. Specific deliverables and a timeline for implementation will ensure responsive accountability.

The new vision for Ypsilanti Community Schools states that Ypsilanti Community Schools is the first choice for an exceptional cradle to career education. All current and future re-design work will reflect the 5 Pillars agreed to by the advisory committees. These agreements will ensure that the systemic practices not only address past failures but ensures students will matriculate successfully in the future with skills necessary to thrive in the 21 century:



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- 2) Leadership at all levels
- 3) Positive Culture/ Climate focused on Learning
- 4) High Quality Teachers and Teaching at all levels
- 5) Every Student will Have an Opportunity to Earn College Credit or a Career Credential Prior to High School Graduation

These five pillars are the foundation of the new district, and set forth more than a belief statement but a clear transformative multi-year path that will establish measures for excellence within a climate of accountability, innovation and partnership. It is within this context that Ypsilanti Community Middle School will implement its Transformation Plan.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

One of the outcomes of the consolidation was to group most of the Ypsilanti Community Schools middle grade students into the existing comprehensive Willow Run Intermediate Learning Center/High School complex. The positives of this location include a spacious, well equipped building which gives us access to an auditorium, swimming pool, three gymnasiums, large open media center with thirty computer stations, two additional designated computer labs, large auditorium with performing arts space, larger band and choir rooms, larger multi-purpose rooms within houses, onsite health center, and middle school athletic facilities. The negatives of this is the impersonal feel of so many students in this large space. The decision to move to the SLC model was to create a family feel in each of the four hallways with a capacity of 180 students and allows for independent autonomy with access to core teacher teams, rest rooms, a science lab, teacher work rooms without leaving our community. In the years prior to consolidation, this location served a variety of different grade level configurations within the learning space. Additionally, the middle school programming in the former Ypsilanti Public School district had also gone through a downsizing process combining two middle school buildings into one location with sixth grade being returned to elementary buildings. Multiple changes in middle school configuration and location while responsive to enrollment and fiscal realities, made instructional continuity in middle school programming a large challenge.

The newly formed Ypsilanti Community Middle School opened last year with a first year principal and assistant principal following a tumultuous summer with considerable staff turnover. To ensure fiscal responsibility, building space and staffing was minimized to match the lowest projected enrollment due to the large uncertainty as to how many students would be lost due to the consolidation. Fortunately, the initial student count far exceeded these minimum projections and the school was immediately beyond capacity. The first two months were spent re-opening a closed section of the complex and hiring staff to move approximately 350 students and relieve our overcrowding. There were also a multitude of issues with maintenance, technology, teacher materials, etc, that were small details in the massive consolidation effort, but made it difficult to operate as a fully functioning school on a daily basis. YCMS baseline MEAP testing was also done within this challenging time.

Despite the numerous obstacles, staff at YCMS has many points of pride from our opening year. Here are brief summaries to highlight some of our points of pride.

### **STEMtech Partnerships**

The STEMtech SLC received much attention from University of Michigan Engineering. The STEMtech teachers were involved in a STEM professional development grant which allowed us to start creating STEM seed classes in 8 different subjects. It also brought in professors and students from the University to mentor in classrooms during our daily STEM time. 2014 was also the Centennial Anniversary of the University of Michigan Aerospace Engineering program and STEMtech 7th graders were chosen as a focus of their celebration outreach events. STEMtech students had the opportunity to participate in a Skype with an astronaut on the International Space Station and spend a day designing and laser cutting gliders for a competition at the U of M Aerospace facilities. Students also had a chance to visit a Chemical Engineering class as they presented posters on careers in Chemical Engineering. These partnerships are a priceless part of the educational process and will hopefully continue for many years. This year, STEMtech has also been contacted by Toyota to start another long term outreach project designing and building mechanical cars.

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YCMS 1.0 also had both of our 7th grade math teachers participate in the Assessment Literacy training offered at the WISD. As a result of this ongoing professional development, both saw at least a years growth on students' average NWEA math RIT scores in a six month window.

### ACTech Dance Math MCACA Grant

Our Dance Math project was designed to help us learn about supporting student mathematical growth and understanding through movement. ACTech was very interested in thinking about how we could address the need for math remediation in a unique and motivating way for students and in a way that helped us learn about authentically integrated the arts into a math class on a consistent basis. It is not uncommon for our students to need significant remediation in mathematics during the middle school years. By the time students are in 7th and 8th grade many different strategies have been tried to help address high student needs but often the results of the remediation opportunities do not support students in becoming proficient and high school ready. Our desire to think out of the box was the driving force behind creating a new an innovative class that was aligned with the vision for ACTech. YCS applied for a Michigan Council for the Arts and Cultural Affairs Teacher in Residency grant and was selected for funding in 2014.

### Dance Math Project Outcomes

- Collaborative partnerships between YCS-ACTech, the Arts Alliance, and local teaching artists
- Increased awareness of authentic arts integration in a core academic course - math & dance
- Increased student achievement in math - Geometry Focus Areas: Solves problems involving area and perimeter 28% Gain and Identifies angles and relationships 33% Gain on local assessment
- Increased student understanding and opportunities to express learning in multiple ways beyond paper and pencil
- Increased student enthusiasm and self confidence in participating in arts related learning
- Increased positive community relations and communication of follow through with community advisory committee recommendations

### Dance Math Educational Impact

The greatest educational impact of this project was that everyone involved was part of learning and growing together. Students had an opportunity to see how math concepts and understanding could be expressed through dance. Teachers had an opportunity to learn from each other and students as they collaboratively planned, taught lessons, and worked towards deep and authentic integration of math with movement/dance. Many students were very skeptical of the class at first but after participating or in some cases seeing the community performance we have many students asking if it will be offered again in the 2014/2015 school year. This course is changing the way our school thinks about the arts and academic classes. Arts are more than a separate class. The arts are a vehicle for learning, creating understanding and the expression of what we have learned and understand.

### ACTech Humanities Partnership with Creative Change Educational Solutions (CCES)

ACTech is currently partnering for the second year with CCES. In the first year of the partnership (2013/2014), the partnership created a unit on Diverse and Sustainable communities. Data was collected by administering pre and post tests with students and analyzed by University of Michigan graduate students.. The evaluation report shows increases in multiple choice responses assessing comprehension of informational texts and more significantly in written short essay responses requiring students to cite evidence from a text in support of their thinking. The increase for all parts of the assessment were at least 20% with one question showing an increase of 27.5%. The unit was designed to increase student achievement in reading and writing by using disciplinary literacy instruction in a combined ELA and Social Studies Humanities course. It is an example of the power of infusing cultural proficiency learning within core content level instruction.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

This year, YCMS saw a projected enrollment drop as the district reconfigured and fifth grade was pulled back to the elementary schools and 7th grade was added to an elementary school, which forced another restructuring. All classrooms were moved back to the middle school portion of the complex. All teachers in the building were required to change rooms to accommodate the new structure. Students now have one elective instead of two and teachers lost SLC team planning time as a result of the loss of staff. Fifteen out of 25 core subject area content teachers changed teaching assignments. YCMS retained about 90 sixth grade students, and has a total enrollment of about 515. This school year, YCMS began with two fragmented SLCs with teacher teams for grades seven and eight and a separate SLC for our small group of sixth graders. Students may also choose to attend district middle school programming at other locations including WIMA which is a newly created IB 5-8 program or Estabrook which is adding middle school grades to be a 2-8 comprehensive grade school and is currently a focus school.

In addition to replacing the principal, Ypsilanti Community Middle School also received other support at the opening of this school year. The district opened a CARE alternative middle school program for students not succeeding in the traditional classroom structure. YCMS also added the position of dean of students to help with discipline infractions and a Restorative Center with one full time staff person and trained community members.

Another reconfiguration will occur in the fall of 2015/2016 with the additional sixth graders increasing our population to about 570. Each of the three small learning communities will now span grades six through eight with about 60 students per grade per SLC. The sixth grade experience will purposely be designed with a more elementary feel with two teachers teaming in joined rooms to cover all core content subjects. There will also be a team of four content area teachers who will provide both the seventh and eighth grade core content instruction. This configuration will allow teachers and students to build relationships over a three year window. Once our SLC structure is in this final configuration, it will bring a foundation of stable communities to our building allowing a laser focus on academics.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		YCS teacher Evaluation Score Sheet YCS Teacher Evaluation Rubrics Assessment Growth Document Post Observation Form PreObservation Form IDP Worksheet 2014-15 Observation Calendar YCS Teacher Evaluation Template

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		YCS Principal Evaluation Rubric YCS Principal Evaluation Tool

# **Operational Flexibility Assurance**



## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		YCSMS MOU 14.15

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Not needed.	

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		YCSMS Redesign Plan Signature Page

# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Raymond Alvarado, Principal, ralvarado@ycschools.us

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Kathy Wyatt, County Sheriff Liaison for Restorative Practice Center, wyattk@ewashtenaw.org

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

### **Climate/ Culture Big Idea #1**

Student achievement will increase by strategically structuring Ypsilanti Community Middle School to promote community, cultural proficiency, restorative practices, and data driven decision making.

-Ypsilanti Community Middle School will be divided into several small learning communities (SLCs) to encourage strong trusting relationships between teachers and students, students and students, and teachers and teachers. Small learning communities create focused, flexible, and creative opportunities for collaborative work to support all learners. Teachers and students who see themselves as an integral member of a smaller community within the larger school will be personally engaged, supported, and connected to the learning and develop high expectations for themselves and others within the small learning community. We are moving towards themed SLCs with instruction delivered through a STEM or Arts integration lens. We are exploring the option of the third SLC structured around a balanced calendar.

-Ypsilanti Community Middle School will use the Multicultural Assessment and Transformation Tool (MATT) handbook to continuously self-assess and improve in the areas of classroom teaching and learning, relationships and school climate, disciplinary practices, district/school policies and procedures, and images and celebrations.

-Ypsilanti Community Middle School will implement Restorative Practices to work closely with students to address their most challenging issues and behaviors. Restorative Practices is a proactive school-wide approach to supporting students in learning to address problems with behavior, authority and relationships before it causes a serious impact on learning and attendance. Restorative Practices will provide students the social and emotional supports to be successful in a rigorous learning environment.

-Ypsilanti Community Middle School will instill an evidence based culture using data teams, data walls, and student growth portfolios to show evidence of learning/growth. The evidence based culture will create a rapid feedback loop support continuous improvement.

### **Mathematics Big Idea #2**

Ypsilanti Community Middle School will increase student achievement in mathematics by a rigorous implementation of the common core math standards and mathematical practices.

-Teachers will develop and implement a math curriculum that ensures that instruction is vertically and horizontally aligned and builds a deep understanding of number sense. Common assessments and pacing guides will ensure that high quality instruction is consistent across teaching staff.

-Teachers will use differentiated instruction so that lessons are interesting, connected to our students' lives, inquiry-based, and address correcting previous gaps in learning.

-YCMS will embrace frequent use of personal formative feedback in order to ensure academic growth for all students and a continuous learning cycle for staff.

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-YCMS is exploring the option of increasing all core math classes to 75 minutes.

-YCMS will provide all Title I students with an additional 45 minute math enrichment class each day. YCMS is exploring expanding this class to all students.

### Reading Big Idea #3

Ypsilanti Community Middle School will increase student achievement in reading by ensuring disciplinary literacy instruction takes place in all content areas.

-Students will improve in their ability to analyze and evaluate informational text in each content area through the implementation of a variety of reading strategies with specific attention to the literacy demands in each content area. Frequent use of personal formative feedback will ensure academic growth for all students and a continuous learning cycle for staff.

-Ypsilanti Community Middle School will consistently implement the Reading Apprenticeship Framework to insure authentic and discipline specific literacy instruction across all content areas. Professional development

### State what data were used to identify these ideas

Ypsilanti Community Middle School will use data from student and teacher surveys, NWEA and MEAP scores, discipline data, and Curriculum Embedding Reading Assessment(s) (CERA).

To generate the three big ideas for rapidly improving teaching and learning, the Ypsilanti Community Middle School's school improvement team reviewed achievement data, demographic data, process data and perception data.

The big idea for reading is designed to transform English Language curriculum and instruction. This is supported by NWEA test results, MEAP data reflecting 56% of not proficient students.

In the 2013-2014 school year MEAP Reading Data:

6th grade had 48.5% of students tested at or above a proficient level

7th grade had 22.7% of students tested at or above a proficient level

8th grade had 50.2% of students tested at or above a proficient level

The big idea for transforming the mathematics curriculum to Common Core State Standards while correcting the knowledge gap experienced is based on the MEAP data that shows 80% of our students are not proficient in math. The big idea including mathematics curriculum reading, writing, science and social studies. This data revealed that our curriculum is not well aligned and our students are performing below the state average on all of the standards tested. After examining the survey of enacted curriculum (SEC), it was determined that much of the curriculum was covered on a surface level only, necessitating the need to design more rigorous curriculum.

In the 2013-2014 school year MEAP Math Data:

6th grade had 8% of students tested at or above a proficient level

7th grade had 8% of students tested at or above a proficient level

8th grade had <10% of students tested at or above a proficient level



The NWEA is given three times each school year. This universal data is then used to determine each student's content knowledge in reading and math. Our results show that approximately 80% of our students in each grade level are not at their expected grade level of proficiency in math and approximately 60% in reading. This evidence supports our decision to implement strategies in helping our students learn the required grade level curriculum while correcting the knowledge gap in math and reading.

The big idea focusing on climate and culture was determined by the discipline data involving the number of suspensions in a month. On average, 18% of the student population is suspended. Of the 18%, 30% of the suspensions are for fighting and 58% for disrespect towards teachers. Small Learning Communities will be used to build strong teacher-student relationships, which will result in a more respectful school culture. The restorative practices center and culture proficiency will also focus on creating an environment of respect and harmony among teachers, students, staff and community members.

Our Top to Bottom data showed the following areas of concern:

- Black or African American students make up 68.5% of our overall population, but represent only 63.0% of the Top 30% and 77.1% of the bottom 30% of our overall MEAP data.

- Economically disadvantaged students make up 68.7% of our overall population, but represent only 63.6% of the Top 30% and 75% of our bottom 30% of our overall MEAP data.

- Economically disadvantaged Black or African American students make up 50.2% of our overall population, but represent only 44.6% of our Top 30% and 58.3% of our Bottom 30% in our overall MEAP data.

- The number of Hispanic students is 23 which is almost a statistical sub group for our MEAP data

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

1A

When the Willow Run Community Schools and the Ypsilanti School District consolidated on July 1, 2013 and become the Ypsilanti Community Schools (YCS) all teachers, building administrators, support staff, office professionals and central administrators had to reapply for positions within the new district. This process included a comprehensive interview guided by a team comprised of reputable, non-district educators. Those classroom teachers who re-applied for positions were required to permit classroom observations. Applications and surveys from previous administrators also informed the hiring/rehiring process. Initially 62% of the prior staff from both districts was re-hired.

The following rubric outcomes were used during the hiring/rehiring process which highlighted sought-after teaching competencies:

Evidence of lifelong professional learning

Evidence of setting high expectations in the classroom

Evidence of positive relationships with other staff, students, and families

Evidence of teaching with cultural competency, value for diversity and multiple perspectives

Evidence of setting measurable learning targets, strong pedagogical knowledge, use of data and aligned standards-based curriculum

Evidence of using formative and summative assessments to guide instructional decision making with analysis that improves student achievement

Evidence that instruction is responsive to students' needs and is self monitored and adjusted to improve student achievement

Evidence of active participation in professional learning and collaboration

Evidence that students are accountable for positive classroom environment

Evidence of collegial commitment and commitment to embrace new district vision and values

A comprehensive and exhaustive state-wide search then commenced to fill the available vacancies for classroom and administrative positions. The University of Michigan and Eastern Michigan University partnered in this search by recommending new graduates and seasoned instructional staff who would "fit" the instructional needs of the newly consolidated Ypsilanti Community Schools. Washtenaw Intermediate School District administrators and support staff continue to be integrally involved in the reform and consolidation initiative. These resources will remain significant and available throughout the transformation process.

Throughout the hiring process special attention was paid to recruiting teachers with proven teaching competencies especially in the area of mathematics and within an urban teaching/learning environment. This was particularly true as teaching and supplemental support positions were filled at Ypsilanti Community Middle School (YCSMS). An aggressive process to recruit teachers with a strong understanding of mathematics pedagogy and cultural competency commenced for YCMS. Similarly, special attention was paid to securing administrators and teacher leaders who have previously demonstrated the ability to connect with students and families to address pervasive under achievement and behavioral issues.

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Mr. Raymond Alvarado is currently the principal of YCMS for the 2014-15 school year. This is his first year as the YCMS principal. He was hired at YCMS after the previous principal was moved to another position at the end of the 2013-14 school year. Mr. Alvarado has previous experience leading a Priority building. His appointment is considered an exceptional match for YCMS because he has proven capacity to demonstrate the five (5) turnaround competencies required for this plan

Early wins

Break organizational norms

Address systemic issues expeditiously

Collect and analyze available data

Create a climate that galvanized staff, students, and community around the big ideas necessary to turn around YCMS.

One of the first initiatives Mr. Alvarado put into place in YCMS was to facilitate the creation of CARE (Character, Achieving, and Restoring Education). This program created a supportive, small learning environment for the most vulnerable students. The students in CARE need the most academic and socioemotional support.

Additionally, Mr. Alvarado is an administrator who is a motivator for the students, a voice for the parents, and an inspiration for the staff. As an administrator, he is a cheerleader for all stakeholders, a team player who is versed with the common trends of making a difference in the lives of students and is dedicated to create a culture of hope for the future.

Assistant Principal, Krista Jarvey has extensive teaching experience including implementing Reading Apprenticeship at the classroom level in multiple core content areas and supporting teachers in a PLC format to increase student achievement in reading by using the Reading Apprenticeship Framework. Additionally, she pioneered integrating Reading Apprenticeship in wellness based literacy elective and Title I classes. She built strong community partnerships and created interesting, engaging, classes that increased student achievement in reading. Lastly, Mrs. Jarvey has served as a district level representative to the local county wide NAPID (National African American Parent Involvement Day) at Night planning committee which has helped her build relationships with other county leaders in support of celebrating family involvement and showcasing student talent.

### 1B

The district has secured a "leadership coach" and school improvement facilitator as support for Mr. Alvarado. Washtenaw Intermediate School district administrative staff and instructional consultants are also available to YCMS as additional resources and reform partners. Central administrators at both the YCS and Washtenaw Intermediate are represented on the school improvement team.

These new leadership initiatives will ensure that the following Big Ideas and strategies will be embedded in the transformation efforts: Systematic and sustained focus on student achievement, instructional efficacy, data collection and monitoring where previously there was little coherence.

Leadership at all levels was a key component in the creation of the newly consolidated Ypsilanti Community School district. The district is committed to building teacher leadership. Evidence of this commitment to teacher leadership is present at Ypsilanti Community Middle School in the establishment of teacher leaders in each of the SLCs, instructional coaching coaches, a newly hired instructional coach dedicated to secondary math, and the building of teacher leaders in county level instructional initiatives including Reading Apprenticeship and Assessment Literacy. The county level initiatives are designed to build teacher leadership that can support professional development back in the home district. Ypsilanti Community Middle School has representation in the Reading Apprenticeship and Assessment Literacy networks.

In addition to county level leadership support, the district will provide systemic oversight of a guaranteed curriculum implemented with fidelity

within grade levels and articulated vertically across grades; aligned with state and common core standards where previously there was inconsistency and disconnected autonomy. Instructional coaching and Instructional Rounds implemented consistently and coordinated with periodic data team analysis of student achievement. Development of formative assessments consistently implemented to monitor carefully selected instructional targets and program effectiveness. Community health wrap-around supports to address pervasive concerns about social/ emotional issues creating an educationally unsafe environment. Eliminating Barriers for Learning modules provided by U.S. Department of Health and Human Services along with Coordinated School Health to improve school climate; a review of all referral processes, at risk factors, attendance patterns and community mental health supports.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

2A

Dissolution of the previous CBAs from both districts occurred in July 2013 due to the district consolidation. In August 2014, a new Collective Bargaining Agreement was passed by union and district leadership.

A teacher evaluation tool was developed in Fall 2013 by a collaborative group of teachers and administrators developed with the help of MSU consultant, Bob Galardi. The evaluation document is predicated on the Charlotte Danielson model. Implementation of the new evaluation process began in 2013-14. The first round of classroom observations for 2014-15 will be completed by mid November.

### REVISION

As required, in 2015-16, 50% of the evaluation will be driven by the measure of student growth.

For 2014-15, 40% of the evaluation will be driven by the measure of student growth.

Student growth data will be used as a part of the teacher evaluations. Standardized assessments will consist of one-third (1/3) of the evaluation and local assessments will consist of two-thirds (2/3) of the final calculation to be used in the student growth and achievement portion of the evaluation. Teachers will collect and record student data to be used in her/his evaluation that will account for 40% (for 2014-15) of the final assessment

Within the SLCs the teachers and evaluators will establish appropriate classroom based targets and data sets. Teachers are expected to include all students. However, students who miss 25% of the days within a testing cycle may be excluded from student growth data. Additionally some students may be excluded for special circumstances with written administrative approval.

### Modeling Growth Using Local Assessments

At the completion of each assessment cycle the number of students who met their expected growth will be identified by the teacher and reported to the evaluator. After a minimum of at least 2 reading, 1 writing and 3 Math assessments between Sept. 2, 2014 and March 15, 2015 an average number of students who met growth percentages will be determined. This final percentage will determine a teacher's evaluation rating on local assessments.

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An assessment cycle plan will be provided to your evaluator for approval by 12/8/14

### NOTE:

- All assessments must be aligned to the State Standards.
- Pre-test and post-test must be the same.

1) All teachers will use a tracking sheet to record students' growth based on the 3 ELA (one of which is a writing assessment) and 3 Math assessments

2) After each assessment teachers will record scores for each student by indicating the percentage of correct responses (Enter data in table above, using percentages)

3) After completing pre and post-assessments the teacher will be able to identify which students met their target growth scores. That score will be entered on the template in the Post Test column. If the score is the less than the Expected Growth then the teacher will mark a No in the Growth column.

4) Teachers will summarize each assessment by indicating how many students reached the expected growth target versus the total number of students who took the test. For example, if 25 out of 30 students met the growth target, the data will be entered on a summary template as 25/30

5) After the minimum of six required pre and posts are completed the teacher and principal will compute the percentage of the students who over time met their expected growth targets. Using the example used in #4 above and extrapolating the scores 150/180 which is 83%

6) Based on the scale used on the evaluation instrument the teacher would be rated as Effective on the local assessments portion of the evaluation.

Rating - Based on the evaluation instrument.

% of students meeting expected growth (Highly Effective 90 - 100%, Effective 75-89%, Minimally Effective 60-75%, Ineffective 0 - 59%)

### Modeling Growth Using Standardized Assessments

Teachers in grades 1-8 will use the NWEA as a standardized measure and use the RIT score to set growth targets.

Student growth will be based on the RIT scores using the fall as the baseline score and conclude with the final score.

Determination of a teacher's final rating using the Standardized assessment will be based on the % Students Achieving 1 year's growth in their final RIT score listed below:

% of students

% Students Achieving Projected NWEA Growth Targets Growth

Highly Effective

90 - 100%

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> 1 year

Effective

75-89%

1 year

Minimally Effective

60-75%

< 1 year

Ineffective

0 - 59%

< .5 year

A revamped mentoring program for probationary teachers is also under review. Although there was a mentoring program last year, the real needs of teachers, as determined by data from the teacher evaluation tool, will be met more efficiently by the leadership of the Assistant Director of Curriculum. Targeted professional development in areas of need will be planned.

The following rubric outcomes were used during the hiring / rehiring process which highlighted sought-after teaching competencies:

- Evidence of lifelong professional learning
- Evidence of setting high expectations in the classroom
- Evidence of positive relationships with other staff, students, and families
- Evidence of teaching with cultural competency, value for diversity and multiple perspectives
- Evidence of setting measurable learning targets, strong pedagogical knowledge, use of data and aligned standards-based curriculum - Evidence of using formative and summative assessments to guide instructional decision making with analysis that improves student achievement
- Evidence that instruction is responsive to students' needs and is self monitored and adjusted to improve student achievement -Evidence of active participation in professional learning and collaboration
- Evidence that students are accountable for positive classroom environment
- Evidence of collegial commitment and commitment to embrace new district vision and values

These rubric outcomes continue to be a part of the hiring process in YCS.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor. Attach the teacher evaluation and Administrator Evaluation.

Dissolution of the previous administrator CBAs from both districts occurred in July 2013 due to the district consolidation. As of October 2014, a new administrative union has not been formed.

The principal evaluation tool was developed in Fall 2013 by a collaborative group of administrators developed with the help of MSU consultant, Bob Galardi. The evaluation document is predicated on the Charlotte Danielson model. Implementation of the new evaluation process began in 2013-14. The administrator evaluation tool mirrors the teacher evaluation tool. The administrator must set goals with the superintendent at the beginning of the year and then review the goals, with evidence, with the superintendent at the end of the year.

## REVISION

As required, in 2015-16, 50% of the evaluation will be driven by the measure of student growth.

For 2014-15, 40% of the evaluation will be driven by the measure of student growth.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

Willow Run Community Schools and the School District of Ypsilanti traditionally had a high rate of attrition / staff turn-over. Consequently it has been an instructional challenge to build upon teacher competencies from year to year. The employment agreement for YCS (Ypsilanti Community Schools) reflects a \$3000 incentive stipend for "hard to fill positions" for which YCSMS teachers will qualify after successfully completing the school year.

### REVISION

Additionally, those teachers who complete the school year with with a highly effective evaluation that meets all targets for student growth/ achievement will earn the \$3000 incentive stipend. When the building administrator submits the final teacher evaluation scores to the human resources office, the Director of Academic Programs will review the scores and submit the list of teachers, who when rated highly effective, will receive the \$3,000 reward stipend for contributing to student achievement. The metrics used are embedded in the teacher evaluation tool. The tool that the administrator uses weighs student achievement as 40% of the evaluation (50% for 2015-16) and calculates the level of effectiveness of the teacher.

Recognition of teachers who positively contribute to achievement: Teachers who start with students who are at grade level at the beginning of the school year and end with a years growth will be rewarded. Also, teachers who start with students who are below grade level at the beginning of the school year and make more than a years growth will be rewarded according to a rubric that will be developed.

Recent conversations with Washtenaw Community College, an anchor partner with YCS, have lead to the opportunity to explore a potential pilot. A group will explore the possibility of YCS staff enrolling in open seats in WCC college courses at no cost to the employee. This partnership provides YCS staff with the opportunity to better understand the WCC offerings, course rigor, and class culture at their local two year community college. Staff can also deepen their content knowledge in core content and keep current in other pathway areas, as well as use these credits for state board continuing education units. This partnership model is replicated after work from West Michigan and Washtenaw Technical Middle College.

District reform efforts reflect newly configured small learning communities, teacher leader positions at the secondary level, and instructional coaches K-12, and instructional-advocates for at risk students. A cradle to career/ college promise is a tenant of the restructuring efforts. All students will graduate from YCS with college credits and/or career endorsements as a result of the partnership with Washtenaw Community

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College and Eastern Michigan University. Ypsilanti New Tech students and faculty will benefit from these new district reforms.

Within the new teacher evaluation system, teachers are evaluated on effectiveness in the following areas and percentages:

- 1: Planning and Preparation (13.5%)
- 2: Classroom Environment (20%)
- 3: Instruction (20%)
- 4: Professional Responsibilities (6.5%)
- 5: Student Growth on Standardized Assessments (13%)
- 6: Student Growth on Local Measures (27%)

In the 2015-2016 school year, student growth on assessment will account for 50% of teacher evaluations which will decrease the percentages in the other areas.

By December of the school year, if teachers are not meeting the criteria as determined in the initial meetings with the principal and observations, the teacher will be placed on an IDP (Individual Development Plan) and monitored for improvement. At that time, the principal will recommend improvements and may connect the teacher with the instructional coaches for intentional support. If the teacher does not show improvement, his/her name will be submitted as not being recommended to continue employment. This same process applies to the building leader as well.

Ypsilanti Community Schools publishes an Administrator Evaluation timeline calendar and shares with all administrators and faculty at the beginning of the school year. All new (probationary) teachers will automatically write an IDP (individual development plan) with their building administrator.

According to the Administrator Evaluation timeline, any teacher or administrator who is identified by administration as needing additional support will have an IDP in place by the end of November (or as soon as issues arise). Teachers and administrators identify areas of need and set goals for improvement based on identified areas. If issues continue after an increase in class walkthroughs, modeling of expectations from instructional coach, feedback from peers and mentors on a daily/weekly basis, possible on and off site PD, then the teacher's name will be submitted to human resources and the superintendent by April 1 and teachers will receive notification that their contract may not be renewed if they are not tenured, and if they are tenured, may receive an alternative job assignment.

The process is the same for building administrators for whom there are performance concerns.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Climate/ Culture Big Idea #1

Student achievement will increase by strategically structuring Ypsilanti Community Middle School to promote community, cultural proficiency,



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restorative practices, and data driven decision making.

Ypsilanti Community Middle School will be divided into several small learning communities (SLCs) to encourage strong trusting relationships between teachers and students, students and students, and teachers and teachers. Small learning communities create focused, flexible, and creative opportunities for collaborative work to support all learners. Teachers and students who see themselves as an integral member of a smaller community within the larger school will be personally engaged, supported, and connected to the learning and develop high expectations for themselves and others within the small learning community. We are moving towards themed SLCs with instruction delivered through a STEM or Arts integration lens. We are exploring the option of the third SLC structured around a balanced calendar.

### Small Learning Community Professional Development

- Introductory PD on the components of a SLC
- Professional Development on the use of best practices checklist from Northwest Regional -Educational Laboratory on the 5 Domains of SLC Best Practice.
- SLC Theme/Lens Focus PD: STEM and Arts integration

Ypsilanti Community Middle School will use the Multicultural Assessment and Transformation Tool (MATT) handbook to continuously self-assess and improve in the areas of classroom teaching and learning, relationships and school climate, disciplinary practices, district/school policies and procedures, and images and celebrations.

### Cultural Proficiency Professional Development

- All instructional staff will be provided a Relationship Initiatives Handbook and the Multicultural Assessment Transformation Tool (MATT) self-assessment document
- All new teachers will have introductory training in Cultural Proficiency
- Interested teachers will participate in advanced cultural proficiency training called the Justice League designed to increase individual and building level capacity.
- On going training and classroom observations using the MATT conducted by Shayla Griffin and Melanie Morrison, leaders/trainers in Cultural Proficiency and YCMS members of the Justice League

Ypsilanti Community Middle School will implement Restorative Practices to work closely with students to address their most challenging issues and behaviors. Restorative Practices is a proactive school-wide approach to supporting students in learning to address problems with behavior, authority and relationships before it causes a serious impact on learning and attendance. Restorative Practices will provide students the social and emotional supports to be successful in a rigorous learning environment.

### Restorative Practices Professional Development

- All new teaching staff will attend a 2-day Restorative Practice training
- All new staff will be provided Restorative Practice reference books for lesson planning and classroom integration to support daily advisory time designated for restorative circles
- Ypsilanti Community Middle School will use a restorative practices assessment tool to determine when staff are in need of additional support or demonstrate readiness for the next levels of Restorative Practices Training and appropriate professional development in these areas will be provided.

Ypsilanti Community Middle School will instill an evidence based culture using data teams, data walls, and student growth portfolios to show evidence of learning/growth. The evidence based culture will create a rapid feedback loop support continuous improvement.

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### Data Driven Decision Making Professional Development:

- Data teams and data driven decision making is an area where YCMS is going to need very intentional support and professional development.
- Professional development on the data tools and systems available for data team leaders including specific applications to YCMS school data
- Ongoing onsite professional development in building leaders in Assessment Literacy who have been trained in using formative assessment data to improve instruction. Expand current leadership and professional development in Math and Science to include ELA and Social Studies.
- Professional development on developing student growth portfolios including:
  - How to share results with students
  - How to support students in setting and self-monitoring of personal growth goals
  - How to ensure dialog with students around their growth portfolios is respectful, encouraging, empowering, promotes a growth mind-set, and allows for student voice in the dialog
  - How to ensure the ways staff are implementing student growth portfolios are consistent with cultural proficiency, restorative practices, and FERPA.
- Weekly data team teacher meetings to review data, revise lessons, and plan changes to support community needs.

### Assessment Literacy Professional Development:

- All teachers/staff will have the 2-day initial Assessment Literacy training.
- Previously trained staff will lead the monthly meetings, connected to the school improvement plan goals, and identify their roles in Assessment Literacy.
- Everybody has a copy of the Assessment Literacy book.
- Hiring process that includes initial training prior to start of school year.
- On-going monthly content meetings to discuss data, student work, teacher rubric and goal setting.

### Mathematics Big Idea #2

Ypsilanti Community Middle School will increase student achievement in mathematics by a rigorous implementation of the common core math standards and mathematical practices.

Teachers will develop and implement a math curriculum that ensures that instruction is vertically and horizontally aligned and builds a deep understanding of number sense. Common assessments and pacing guides will ensure that high quality instruction is consistent across teaching staff.

### Curriculum Alignment Math Professional Development:

#### 1. Alignment of Instruction to Common Core State Standards

- District provided PD on mathematical practices.
- District creation of aligned common assessments.

Teachers will use differentiated instruction so that lessons are interesting, connected to our students' lives, inquiry-based, and address correcting previous gaps in learning.

### Differentiated Instruction Professional Development:

- All teachers/staff will have the 2-day initial Differentiated Instruction training.
- Implement tiered assignments

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- Incorporate inquiry based instruction within each unit to engage all learning styles.
- All math instructional staff will be provided resource materials/books.
- On-going monthly content meetings to discuss data, student work, engagement and continuous improvement.

YCMS will embrace frequent use of personal formative feedback in order to ensure academic growth for all students and a continuous learning cycle for staff.

- See Assessment Literacy professional development described in the Climate Culture Big Idea

YCMS is exploring the option of increasing all core math classes to 75 minutes.

Increased core math Professional Development:

- Explore staff needs for professional development focusing on instructional strategies using the extended time for maximum impact on student achievement

YCMS will provide all Title I students with an additional 45 minute math enrichment class each day. YCMS is exploring expanding this class to all students.

- Professional development to support innovative teaching methods in order to address correcting previous gaps in learning

Reading Big Idea #3

Ypsilanti Community Middle School will increase student achievement in reading by ensuring disciplinary literacy instruction takes place in all content areas.

- Students will improve in their ability to analyze and evaluate informational text in each content area through the implementation of a variety of reading strategies with specific attention to the literacy demands in each content area. Frequent use of personal formative feedback will ensure academic growth for all students and a continuous learning cycle for staff.

- Ypsilanti Community Middle School will consistently implement the Reading Apprenticeship Framework to insure authentic and discipline specific literacy instruction across all content areas. Professional development

- Literacy instruction will take place in all discipline/ content areas. Students will improve in their ability to analyze and evaluate informational text in each content area through the implementation of a variety of reading strategies. "Data Folders" will be implemented with fidelity to improve student engagement and ownership of growth as a learner. Collaboration of teachers, students, support staff and parents is used to support literacy instruction across the content areas.

Reading Apprenticeship Professional Development:

- All new teachers/staff will have the 3-day initial RA training.
- Previously trained staff will meet to review the RA framework, connect to the school improvement plan goals, and identify their roles in reading apprenticeship learning.
- Everybody has a copy of the Reading For Understanding book.
- Reading Apprenticeship framework will be one of the anchor charts given to teachers to post in classroom.
- Hiring process that includes initial training prior to start of school year.
- Ongoing monthly PD / and or content meetings to discuss data, student work, teacher rubric and goal setting. (CERA)

All year Core Content Training

- MAISA Unit training for all ELA teachers
- Engage New York for all Mathematics instructors

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

5A

### REVISION

When placing staff in the Priority buildings in YCS, student needs are taken into consideration. The Priority buildings have a high rate of student poverty, low student achievement, and high (20-30%) Special Education populations. Staff placed in the buildings must demonstrate the ability to work in an urban environment with significant challenges. When screening for interview candidates, teachers are selected that may have multiple endorsements, specifically mathematics and another content area, experience in high poverty schools/districts, or student teaching experiences in high poverty schools/districts. Preference is also given to those teachers who have experience in Reading Apprenticeship and NWEA MAP assessment. Additionally staff must demonstrate, through interview questions, the importance of using data and modifying instruction based on student need. As it is a initiative that fits the needs of all Priority buildings in the district, teachers must also have a good understanding of cultural proficiency, or a desire to deepen their knowledge and improve their instructional practices in this area.

Teachers must have unique skills, and through teacher recruiting events, reaching out to specific departments at district partner teacher education programs at University of Michigan, Eastern Michigan University, and Michigan State University.

Staff will be based in the building based on the high needs of the students. Teachers with a history of effective or high preferentially highly effective teaching, will be asked to join YCS Priority Schools staff. Teachers in the Priority buildings will receive additional paid training and collaboration time, separate from what other buildings in the district receive.

5B

Willow Run Community Schools and the School District of Ypsilanti traditionally had a high rate of attrition / staff turn-over. Consequently it has been an instructional challenge to build upon teacher competencies from year to year. The employment agreement for YCS (Ypsilanti Community Schools) reflects a \$3000 incentive stipend for "hard to fill positions" for which YCMS teachers will qualify after successfully completing the school year with a highly effective evaluation that meets all targets for student growth/ achievement.

Because of the high turnover rate the district faces, at a district level, strategies are being formed to address this issue. More teacher support through the mentoring program will support staff members that are just beginning their teaching careers. Additionally, instructional coaches are present to also support staff.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

6a

Big Ideas

Big Idea #1 - Climate/ Culture

Student achievement will increase by strategically structuring Ypsilanti Community Middle School to promote community, cultural proficiency, restorative practices, and data driven decision making.

In addition to the internal assessment data gathered throughout the course of the school year, an external agency called, CTC of Ypsilanti, has provided external data about the student population. According to the survey results of CTC, the major risk factors negatively impacting our students are family conflict, low commitment to school and antisocial behavior of friends. All of the big ideas presented in this plan are designed to empower and engage students as learners and members of the school at large; creating ownership, accountability and proper socialization within the school community.

Our Top to Bottom data showed the following areas of concern:

- Black or African American students make up 68.5% of our overall population, but represent only 63.0% of the Top 30% and 77.1% of the bottom 30% of our overall MEAP data.
- Economically disadvantaged students make up 68.7% of our overall population, but represent only 63.6% if the Top 30% and 75% of our bottom 30% of our overall MEAP data.
- Economically disadvantaged Black or African American students make up 50.2% of our overall population, but represent only 44.6% of our Top 30% and 58.3% of our Bottom 30% in our overall MEAP data.
- The number of Hispanic students is 23 which is almost a statistical sub group for our MEAP data

Big Idea #2 - Mathematics

Ypsilanti Community Middle School will increase student achievement in mathematics by a rigorous implementation of the common core math standards and mathematical practices.

In the 2013-2014 school year MEAP Math Data:

6th grade had 8% of students tested at or above a proficient level

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7th grade had 8% of students tested at or above a proficient level

8th grade had <10% of students tested at or above a proficient level

Assessment Literacy practices were implemented in 7th grade math classes during the 2013-2014 school year. 7th grade math exceeded the target NWEA RIT growth projection in Spring 2014. This was the only math level to accomplish this goal. Based on this data, Assessment Literacy will be implemented in all math classes.

### NWEA Data Spring 2014

	Actual	Growth	
	Mean	Target	
6th Grade	4.1	6.0	did not meet target
7th Grade	5.9	4.7	exceeded target
8th Grade	2.8	4.0	did not meet target

### Idea #3 - Reading Big

Ypsilanti Community Middle School will increase student achievement in reading by ensuring disciplinary literacy instruction takes place in all content areas.

In the 2013-2014 school year MEAP Reading Data:

6th grade had 48.5% of students tested at or above a proficient level

7th grade had 22.7% of students tested at or above a proficient level

8th grade had 50.2% of students tested at or above a proficient level

NWEA, MEAP, ISD data and a district pilot Reading Apprenticeship program was used to select Reading Apprenticeship as a district secondary instructional program. John Hattie's research was used to assess the effect size of components from the RA framework. RA components are represented in the effect size greater than 0.4 that shows a greater impact on student achievement. According to John Hattie's research, reciprocal teaching has an effect size of 0.74 and meta-cognitive strategies have an effect size of 0.69. Our data shows a need to support students in making significant growth. Reading Apprenticeship was selected because it supports disciplinary literacy across all content areas and has the two core components referenced - meta-cognitive strategies and reciprocal teaching that according to Hattie's research will have a significant effect on achievement.

Fall 2014 NWEA data indicates that:

16% of current eighth grade students read at grade level

59% of current eighth grade students are below the 21st percentile in Informational Text

### 2013 MEAP - Reading

23% of current eighth grade students received a 1 or 2 in Reading

49% of current seventh grade students received a 1 or 2 in Reading

44% of current sixth grade students received a 1 or 2 in Reading

### 2013 MEAP - Science

1% of current 6th graders received a 1 or 2 in Science

### 2013 MEAP - Social Studies

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2% of current 7th graders received a 1 or 2 in Social Studies

Sub Group Data

6B

Big Idea #1 - Climate/ Culture

Student achievement will increase by strategically structuring Ypsilanti Community Middle School to promote community, cultural proficiency, restorative practices, and data driven decision making.

Big Idea #2 - Mathematics

Ypsilanti Community Middle School will increase student achievement in mathematics by a rigorous implementation of the common core math standards and mathematical practices.

Big Idea #3 - Reading

Ypsilanti Community Middle School will increase student achievement in reading by ensuring disciplinary literacy instruction takes place in all content areas.

Implementation Timeline

Planning Year 2014-2015

Fall 2014

- Establish School Improvement Team
- Revise School Improvement Goals to reflect current building wide initiatives - Create "Big Ideas" that identify the rapid improvement efforts
- Establish SLC Leaders
- Establish Student SLC student council leaders
- Justice League Training Begins
- Create plan to revamp structure to include 6 graders in all SLCs
- Mathematical Practices professional development
- Continue Assessment Literacy through WISD network with the addition of 7th grade science teacher representation

Winter 2015

- Planning logistics of restructuring into new SLC configurations including possible balanced calendar option
- Create Student Growth Portfolios for all YCMS students
- Review of Discipline Data for creation of Restorative Practice survey questions
- Restorative Practice Center Surveys Begin
- Cultural Proficiency Self Assessment using MATT
- CCSS Mathematics Curriculum professional development
- Justice League Training Completed
- Continue disciplinary literacy professional development in science and social studies

Spring 2015

- Elementary visitations to recruit sixth graders for SLCs
- Final data collection for Student Growth Portfolios
- Final surveys administered for the Restorative Practice Center

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- Review Cultural Proficiency self-assessment results and develop action plan
- Math teachers pilot CCSS math units

### Planning Year Summer 2015

- Data Analysis of Student Growth Portfolios, Cultural Proficiency surveys, Restorative Practice surveys
- Review of Discipline Data for creation/ modification of 2015 Restorative Practice surveys - Appointment/ Reappointment of SLC Leaders
- CCSS Mathematics Professional Development
- Assessment Literacy - implement building level PLC math and science teachers
- Revision of Relationship Initiative Handbook
- Reading Apprenticeship Training for new teachers including refresher sessions for previously trained staff
- YCMS anchor charts designed, created, and printed for classroom posting

### Year One 2015-2016

- YCMS is structured into 4 SLCs (all grades 6-8)
- Explore integration of themed instruction in each SLC
- Big Ideas posted throughout the building
- Student Growth Portfolios resume for continuing students
- Student Growth Portfolios established for new students
- Establish Reading Apprenticeship Critical Friends Group for continued professional development (previously trained staff)
- Restorative Practice Training for new staff
- Restorative Practice Critical Friends Group established for continued professional development (previously trained staff)
- Restorative Practice Center Improvements implemented based upon survey results
- Justice League Training for Cohort 3
- Retake Cultural Proficiency self assessment, review results and revise action plan as needed
- Implementation of 2015 Relationship Initiative Handbook
- Math teachers implement the CCSS math curriculum with weekly debriefs to revise lessons
- Continue MAISA ELA implementation
- Anchor Charts for Big Ideas posted in classrooms

### Year Two 2016-2017

- Data Analysis of Student Growth Portfolios, Cultural Proficiency surveys, Restorative Practice surveys
- Review of Discipline Data for creation/ modification of 2016 Restorative Practice surveys
- Appointment/ Reappointment of SLC Leaders
- Mathematics Professional Development
- Revision of Relationship Initiative Handbook
- Student Growth Portfolios resume for continuing students
- Student Growth Portfolios established for new students
- Reading Apprenticeship Training for new teachers
- Retake Cultural Proficiency self assessment, review results and revise action plan as needed
- Establish Reading Apprenticeship Critical Friends Group for continued professional development (previously trained staff)
- Restorative Practice Training for new staff
- Restorative Practice Critical Friends Group Established for continued professional development (previously trained staff)
- Restorative Practice Center Improvements implemented based upon survey results
- Justice League Training for Cohort 3



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- Cultural Proficiency Critical Friends Group for continued professional development (all teaching staff)
- Implementation of 2016 Relationship Initiative Handbook

### Year Three 2017-2018

- Data Analysis of Student Growth Portfolios, Cultural Proficiency surveys, Restorative Practice surveys
- Review of Discipline Data for creation/ modification of 2017 Restorative Practice surveys
- Appointment/ Reappointment of SLC Leaders
- Mathematics Professional Development
- Revision of Relationship Initiative Handbook
- Student Growth Portfolios resume for continuing students
- Student Growth Portfolios established for new students
- RA Training for new teachers
- Establish Reading Apprenticeship Critical Friends Group for continued professional development (previously trained staff)
- Restorative Practice Training for new staff
- Restorative Practice Critical Friends Group established for continued professional development (previously trained staff)
- Restorative Practice Center Improvements implemented based upon survey results
- Justice League Training for Cohort 3
- Cultural Proficiency Critical Friends Group for continued professional development (all teaching staff)
- Implementation of 2017 Relationship Initiative Handbook

Staff Responsible for Implementation: Principal, Assistant Principal, SLC Leaders, YCMS Teachers & Staff

Resources Needed: Restorative Practice Trainers, Cultural Proficiency training for all staff throughout the school year, Readers

Apprenticeship Training for all new staff, poster makers, leadership and instructional coach training for SLC leaders, Restorative Center

Community Volunteers, Data personnel for data collection and assessment

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

### Big Ideas #1 Climate and Culture

-Ypsilanti Community Middle School will instill an evidence based culture using data teams, data walls, and student growth portfolios to show evidence of learning/growth. The evidence based culture will create a rapid feedback loop support continuous improvement.

### Big Ideas #2: Mathematics

-YCMS will embrace frequent use of personal formative feedback in order to ensure academic growth for all students and a continuous learning cycle for staff.

### Big Ideas #3: Reading

-YCMS will utilize frequent use of personal formative feedback to ensure academic growth for all students and a continuous learning cycle for staff. The Reading Apprenticeship Assessment Tools: Curriculum Embedded Reading Assessment (CERA), Teacher Instruction Rubric, and

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Student Learning Goals will be implemented to assess and monitor student and teacher growth and to inform instruction.

Students will take NWEA and CERA assessments fall, winter and spring,. Additionally, there will be formative assessment to monitor and adjust instruction and student goals. . With the data notebooks students will be able to reflect on and monitor their growth and goals.

Teachers will be able to identify students who are not at grade level and adjust instruction or identify and connect to support services. Data will be shared with parents at conferences.

The Instructional Data Coach will support all instructional staff in data-driven instruction and in analyzing data. Instructional Specialist for math, ELA, and science content areas will provide Tier II and Tier III activities during and after school hours throughout the school year.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

### 8A Increased Time for Core Subjects

Ypsilanti Community Middle School will redesign the use of the current school schedule to address the big ideas outlined in our plan. An initial time study determined that significant instructional time could be added to the school day by 1) decreasing the elective instruction time to 45 minutes. This will increase 15 minutes of instruction per day, 2) decreasing transition time by 6 minutes per day, and 3) decreasing classroom interruptions. Additionally, the increase in instructional time will focus on literacy and math. Specifically, math core class time will be increased to 75 minutes per day (from 60 minutes currently) and a 45 minute elective math class will be provided for every student daily. Literacy instruction will be further prioritized in this schedule by its inclusion across the disciplines, being intentionally addressed in English, Social Studies and Science. The equivalent of 15 minutes of disciplinary literacy instruction would occur daily in Science and Social Studies. This would increase literacy instruction by 2.5 hours per week or 90 additional hours during the course of the year.

The indicates the amount of instructional time to be added in a year. Listed is the time support for each Big Idea how learning time was increased and how we found the time:

#### # 1 Designated advisory time to build and sustain cultural work

6 min per day/30 min per week/1080 min per year

Decrease transition time by 6 min a day

#### # 2 Math Core Instruction

15 min per day/75 min per week/2700 min per year

Extending core math class by 15 minutes daily and reducing elective class time by 15 min

#### # 2 Math Enrichment Instruction

45 min per day/225 min per week/8100 min per year

Utilize one elective to focus on math enrichment instruction

#### # 3 Reading Disciplinary Literacy Instruction

SY 2014-2015

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150 min per week/5400 minutes per year

Embedded 75 minutes of disciplinary literacy instruction into Social Studies weekly.

Embedded 75 minutes of disciplinary literacy instruction into Science weekly.

Total Restructured time

17,280 min/288 hours per year

Equivalent of 8 weeks of instruction

### Rationale

Ypsilanti Community Middle School staff recognize that merely increasing the amount of instructional time will not lead to increased student achievement unless the instructional time is efficient and instruction is effective. The time that will be added as a result of redesigning the current school day as well as the current allocated instructional time will include best practice strategies. As a result, instructional time will be optimized leading to an increase in academic achievement.

The rationale that supports how these changes will lead to increased student achievement entails making full use of the available student day.

### Big Idea #1 Climate & Culture: Designated Advisory Time:

The decrease in transitional time and allocating it to the advisory period will allow for teachers to provide instruction on Cultural Proficiency and Restorative Practices. This will sustain the middle school's climate and culture and build relationships among staff and students. This will allow us to address behavior norms and practices that are acceptable and expected among middle school students.

### Protected Instructional Time:

Instructional time will also be more effectively utilized by minimizing interruptions during core content instructional time. There will be no announcements, assemblies, or other activities during core content area instruction time unless approved by the governance board using a rubric to assess the alignment of the activity with the three big ideas outlined in the SIP/Priority School Plans.

### Big Idea #2 Math: Math Core Instruction:

Student performance in math is extremely weak, so additional core instructional time is needed. The additional 15 minutes will allow for extended math activities, focus on mathematical practices such as problem solving and critical thinking, and more personalized performance assessment and customized instruction.

### Big Idea # 3 Reading: Disciplinary Literacy:

The demands of middle school reading require students to apply reading skills and strategies gained in elementary school in core content classes. Best practices in adolescent literacy provide students with opportunities to receive discipline specific literacy instruction by teachers with knowledge of and expertise within the specific discipline. The disciplinary literacy culture of the classroom supports apprenticeship, collaboration, metacognitive conversations, and disciplinary specific dialog. In addition to the common core, recent research point to the power of embedded literacy instruction across the core content areas. Additionally, in formal evaluation of disciplinary literacy instruction within our school setting, we found the greatest student growth when disciplinary literacy practices across all disciplines. (ACTech Humanities Creative Change Partnership Evaluation Report 2014 and WISD Reading Apprenticeship Evaluation 2007)

8B Increased Time for Enrichment

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### Big Idea #2 Math: Math Enrichment Instruction:

Several pilot projects have been successfully completed where math skills and understandings were taught in dramatically different ways. The purpose is to provide some rigorous and relevant math instruction through creative, innovative and compelling enrichment classes. The goal of these classes will be to not only improve math skills, but to encourage a love of mathematics and the belief that every young person can succeed in math. Examples would include the Standard University Math Dance program, the Bob Moses Young People's Project and Algebra Project lessons and activities, the Academic Games Equations and Onsets game model and others. Each SLC will strategically develop this enrichment opportunity to further advance the goals of the SLC (more arts and math enrichment in ACTech and more engineering and math enrichment in STEMTech, for example). This class will help build a stronger foundation for success in their current and future math classes.

### After School/Summer Enrichment Time:

All additional enrichment classes will be link to state standards to help reinforce learning in academic areas. Some of the after school enrichment can extend learning from the in-school enrichment time. For example, the Title 1 Math Workshops provide additional opportunities to provide refresher and science integration opportunities that link to student needs.

Eastern Michigan University's Bright Futures Program is providing daily academic support for their program participants. Volunteers from Eastern Michigan assist student in math, english language arts, social studies and science for one hour a day.

Research has shown that all students can learn when given longer time and differentiated instruction. Increased enrichment time will increase student achievement.

### 8C Increased Time for Professional Collaboration

#### Time for Professional Collaboration

The addition of the math enrichment class provides the opportunity for structured professional collaboration. This time will be focused on developing data teams, improving instructional practice in the areas targeted in this plan, and intentionally focusing on school culture and small learning community needs (restorative practices, cultural proficiency). This common planning/meeting time will be established as part of the master school schedule. Additionally, the after-school staff meeting time will be redesigned for professional collaboration three times each month.

All teachers will be given a minimum of 45 minutes of time for professional collaboration. DeFour and Fullen's work on PLCs have shown the potential to move beyond isolated pockets of excellence. Professional collaboration will allow every teacher and administrator in YCMS the opportunity to be an instrument of lasting cultural and economic change.

### **Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

Joyce L. Epstein and Karen Clark Salinas claim that by welcoming families and collaborating with the community, schools can strengthen families, invigorate community support, and increase student achievement and success. Small learning communities invite all stakeholders to actively engaged in supporting the learning process through intensive collaboration allowing members of the community to partner in the teaching and learning process. These partnerships encourage student voice and empowerment, connecting the learning to the meaningful experiences, which provide for substantive opportunities to engage a wide range stakeholders in the educational process. The MDRC reports, SLCs -- "are particularly well positioned to provide these '21st century skills.' Indeed, work based learning experiences, such as

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internships, are a central, possibly an instrumental, component" of small learning communities. Partnerships can provide invaluable:

- Opportunities for students and staff to develop and implement life changing curricula,
- Unique professional development possibilities,
- Methods to engage students in educational options beyond the scope of most comprehensive programs.

### Community Events

-Fall Harvest Festival- Friday, October 24, 2014, collaboration between Bright Futures from EMU and Ypsilanti Community Middle School focused on fall themed activities, health and wellness, and community involvement. Non Profit organizations volunteer as well by hosting a booth and spreading the word about their organization.

-Health Arts Gala - Jan 2015, collaboration between Bright Futures from EMU and Ypsilanti Community Middle School focused on health and wellness. Local community non profits hosts booths that showcase their services as well as healthy themed activities.

-Spring Fest - end of May 2015, collaboration between Bright Futures from EMU and Ypsilanti Community Middle School focused on spring themed activities. Again local community non profits hosts booths that showcase their services as well as spring themed activities

### Positive Calls Home

All instructional staff will contact student guardians quarterly to provide positive feedback regarding the student and maintain a contact log.

### Title One Parent Nights

Math- parents and students are invited to the school to learn math strategies with the collaboration with U of M math students.

Science- with the help of the Hands On Museum located in Ann Arbor, MI, students and families are invited to explore science concepts by visiting different stations.

### Parent Workshops

- Mr. R.J. Quimbo ( Bright Futures Site Supervisor) wants to help design and implement workshops that parents are interested in. He will provide a questionnaire at the Fall Harvest Fest. Here are some examples.

1. Career/ Mini Job Fair
2. Health and Nutrition

- a. Healthy Cooking Classes
- b. Yoga
- c. Salsa Dancing Night

### 3. Positive Parenting Classes

- a. Academic Support at Home
- b. GRIT- How to prepare students for the real world

-RAHS (Regional Alliance Health System) clinic provided by U of M located at the Middle school helps students with health concerns as well as the outside community for free. The clinic also provides classes for our students such as anger management, weight control, and SADD.

-Grizzly Community Support Center: community volunteers assist our student advocate with students and referrals, with the goal being to redirect student behavior and get them back to class.

-Mobile Dentist: students have the opportunity to visit the dentist at school for free

-SVS Vision: students have the opportunity to visit the eye doctor at school for free and pick out a free pair of glasses

-Warm the Children: social workers works with families in need of coats, hats, and gloves

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-Special Olympics: all 3 Cognitively Impaired classrooms at the middle school participate in this state program

Partnerships with EMU and U of M

Partnerships with CSTS (therapy), Ozone House (house runaway teens), Ypsilanti Public Library, Growing Hope (local garden that provides fruits and vegetables to the community), YMCA (provides after school sport activities such as basketball and yoga) , Girls on the Move (MSU-teaching young girls about self confidence as well as running for health), local Sheriff's department (school liaison) , Big Brother and Sisters, Girl Scouts, Mentor 2 Youth (tutoring) , Project Healthy Schools (U of M - 10 weekly lessons to be taught to all 6th graders about eating healthy and importance of exercise).

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10:** The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. **Indicator 10A:** Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

With community input the following administrative documents were developed for Ypsilanti Community Schools: 1) 5 Pillars of Success around which substantive program reform is occurring: Birth through kindergarten entry Leadership at all levels

Positive culture and climate focused on learning

High quality teachers/ teaching

Every student will have an opportunity to earn college credit or career credentials prior to high school graduation 2) 5 Guiding Principles which will frame operational practices and accountability measures: High expectations Evidence-based best practices while allowing for creativity and innovation

Family and community partnerships

Student voice and empowerment Responsibility, efficiency and financial viability

Because of these district core commitments, the flexibility of staffing, use of time, professional learning, and budget all depend on the building level school improvement team.

Laura Frey Greathouse and Tracy Walker comprise the district's "turnaround office". Mrs. Walker works closely with state and local officials to ensure all federal and state grants are appropriately configured to comply with compliance expectations. Her years of expertise and extensive networking are a major asset for the district. Mrs. Frey- Greathouse supervises the academic programs and instructional needs of the district. This is no small undertaking as the school year gets started. She knows the Ypsilanti community well and served in a central administration position prior to the consolidation efforts. The turnaround office will work in cooperation with the school leadership team to ensure that the academic needs of the students are met.

### REVISION

The School Improvement Team and building leader will determine the school's Title I budget (subject to federal regulations).

A signed Executed Addendum was is attached to the Priority Plan.

The building leadership has the operational flexibility to recruit, hire, and evaluate staff based on building needs. The building leadership team has the ability to work with district leadership to adjust calendars and schedules as needed based on building needs. The building staff will participate in district professional development as it applies to the building priority plan but will also have the flexibility to request



additional professional development as needed based on the evaluation of data. The building administrator has budgetary operational flexibility (subject to federal regulations) to monitor funds allocated to the building and may determine how funds are used for staffing, supplies, or other needs.

All decisions regarding the Priority Plan, Unpacking Tool, and the 31a program will be made by the YCMS School Improvement team.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

The District, because of the consolidation, has a very collaborative working relationship with Washtenaw Intermediate School District. District Leadership works closely with WISD leadership in many areas. Additionally, the District has partnered with Michigan State University consultants for intensive data training with the district leadership, building principals, and building teacher leaders to evaluate gaps and determine needs.

Laura Frey-Greathouse is the central office contact person responsible for monitoring and supporting the school. Because of the needs of the district Priority Schools, the district hired an Assistant Director of Curriculum so Mrs. Frey-Greathouse could dedicate more time to the Priority buildings.